A PRINCIPAL'S GUIDE

to Working Effectively with Your School Council

Alberta
LEARNING

Prepared in consultation with
Council on Alberta Teaching Standards (COATS)

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Further to one of the recommendations of the Minister of Learning's Forum on School Councils, Alberta Learning developed this guide with the support of the Council on Alberta Teaching Standards and in consultation with the Alberta Home and School Councils' Association, the Alberta Teachers' Association, the College of Alberta School Superintendents and the Alberta School Boards Association.

The guide's content recognizes that an effective school is one characterized by the principal's leadership role in developing and implementing - in collaboration with the school's teachers, the school council and other members of the school community - a vision for the school that is focused on student learning. The guide aims to be informative and suggestive of actions, rather than prescriptive.

In keeping with Recommendation #76 of Alberta's Commission on Learning, in consultation with stakeholders, Alberta Learning will be working on a quality practice standard and identifying the knowledge, skills and attributes (KSAs) required of all principals. These KSAs will include competencies related to working effectively and collaboratively with school councils.

I – INTRODUCTION

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Purpose of the Guide

A school is often viewed as the heart of the community it serves. In your leadership role as the principal of the school, you bear the responsibility for creating and nurturing a learning community that supports and reflects the values and expectations of students, teachers, parents, non-parent community members, business leaders and the general public. In Alberta, "in each school operated by a board or charter school board, parents and the community have an opportunity through the school council, as one means, to advise and consult with the principal and to advise the board or the charter board on any matter relating to the school" (*School Councils Handbook*, 1999). Working effectively with your school council is necessary to achieve the education goals and expectations of the school, parents and community.

A Principal's Guide to Working Effectively with Your School Council is intended to provide you with suggestions for working effectively and collaboratively with your school council. This resource provides a general overview of relevant legislation, suggests strategies you may find helpful when working with the school council in your school and provides a set of sample questions you can use to reflect about your work with your school council that may stimulate new ideas about further improving your collaborative engagement with it. You should consult your district's policies and guidelines governing school councils and their functions. As well, you may wish to consult additional references, some of which are listed in the bibliography.

How to Use the Guide

A Principal's Guide to Working Effectively with Your School Council is a beginning point for you in establishing an effective working relationship with your school council. Whether you are a seasoned veteran or newly designated principal, you will find this resource to be of value. As a new principal, the guide provides information, suggestions and strategies you will find useful as you begin developing your relationship with your school council. As a more experienced principal, you will find the guide helpful in maintaining and building a meaningful relationship and in assisting you in mentoring members of your administrative team or others interested in pursuing leadership positions.

II – UNDERSTANDING THE ROLE OF THE SCHOOL COUNCIL AND THE ROLE OF THE PRINCIPAL

Role of the School Council

Public education embodies our values and shapes our community. Parents, teachers, principals, policy makers, community members and business leaders have roles and responsibilities for ensuring that students benefit from quality learning experiences. The community needs to share its aspirations for the school and provide support to the school as it strives to provide the best possible learning opportunities for its students. The school's staff needs to communicate to community members its goals for student achievement, growth, performance and conduct. This ongoing dialogue between the school and its community takes place in large part through the school council.

• PROVINCIAL LEGISLATION AND POLICY

Alberta recognizes the right and responsibility of parents and the community to be involved in the education of their children. Parents, community members and school staff should be involved in key decisions that effect the education of students.

Section 22 of the *School Act (Act)* legally establishes school councils and provides them with the opportunity for meaningful involvement. This section states:

(1) A school council shall be established in accordance with the regulations for each school operated by a board.

(2) The majority of the members of a school council shall be parents of students enrolled in the school.

(3) A board of a separate school district or a division made up only of separate school districts, by resolution, may require that the parents of students enrolled in a school operated by the board who are members of the school council must also be of the same faith as those who established the separate school districts, whether Protestant or Roman Catholic.

(4) A school council may, at its discretion,

(a) advise the principal and the board respecting any matter relating to the school,

(b) perform any duty or function delegated to it by the board in accordance with the delegation,

(c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,

(d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and

(e) do anything it is authorized under the regulations to do.

(5) Subject to the regulations, a school council may make and implement policies in the school that the council considers necessary to carry out its functions.

(6) A school council may make bylaws governing its meetings and the conduct of its affairs.

(7) Subject to the regulations, a board may develop and implement policies respecting school councils.

(8) A board shall establish an appeal process or conflict resolution procedure under which the principal or the school council may apply respecting disputes on policies proposed or adopted for a school.

(9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.

(10) The Minister may make regulations

(a) respecting the election or appointment of the members of a school council and the term or other conditions of election or appointment and the dissolution of a school council;

(b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;

(c) respecting any other matter the Minister considers necessary respecting school councils;

(d) exempting a school or class of schools from the application of this section.

Under the *Act*, the school council has the discretion to advise the principal on any issue relating to the school and consult with the principal regarding school finances, policies and opportunities for students to meet the educational standards mandated by the Minister. The principal should consider this advice along with other information and input when making decisions.

Sections 60 and 61 (Appendix I) of the *Act* also allow school boards to delegate functions and duties to school councils. Therefore, your school council and you as principal must be aware of and act in keeping with your board's resolutions that delegate specific functions or duties to your school council in addition to those identified in Section 22 of the *Act*.

A school council also must conduct its business in keeping with the *School Councils Regulation* (Appendix IV). Though many of its members may be knowledgeable, you are the principal of the school and the member of the school council who may be the only one who serves from year to year. Members of the school council may rely on you to advise them about processes and procedures the council must act upon to ensure that regulatory requirements are met in respect to the election of council members, the scheduling of council meetings, the conducting of meetings and the submissions of reports to the school board.

Role of the Principal

The role of principal is pivotal to achieving school goals. You are accountable for the success of your school. It is important that, when appropriate, you provide meaningful opportunities for input to staff, students, parents, the school council and the community to guide you in making decisions. Your leadership shapes direction and policies; sets acceptable standards for achievement, behaviour and conduct; establishes the school climate and influences the commitment of staff, parents and community.

• PROVINCIAL LEGISLATION AND POLICY

The responsibilities of a school principal are defined in Section 20 of the *School Act*. This section states that the principal of a school must:

a) provide instructional leadership in the school;

b) ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;

c) evaluate or provide for the evaluation of programs offered in the school;

d) ensure that students in the school have the opportunity to meet the standards of education set by the Minister;

e) direct the management of the school;

f) maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;

g) promote co-operation between the school and the community that it serves;

h) supervise the evaluation and advancement of students;

i) evaluate the teachers employed by the school;

j) subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board in accordance with the regulations and the requirements of the school council and the board.

Under the *Act*, one of the many responsibilities you are charged with is to promote co-operation between the school and the community that it serves. This provision demonstrates how important a positive, meaningful relationship between the school, school council and the community is in the eyes of the citizens of the province. It attests to the belief that for students to be successful there must be a true partnership between educators and the community.

In addition to promoting cooperation between the school and its community, you have other specific, legislated duties and obligations as school principal. You have line responsibilities for the management and operation of the school defined not only by legislation but also by school board resolutions and applicable collective agreements. Be sure that you are familiar with board resolutions and applicable collective agreements.

Provincial legislation recognizes that, given the complex communities that characterize our democratic society, you can fulfill your legislated duties only with the collaboration and support of the community and parents. Therefore, while the role of the school council may be advisory overall, you as principal need its support in order to meet the expectations of the community the school serves and to fulfill your legislated obligations.

School Councils Representing Groups of Education Partners

You most likely have heard the familiar adage, "It takes a whole community to raise a child." This has significant meaning for you, your school and community. The community can support the work of your school only if it is aware of what is going on. It is important to keep the community informed of the good news as well as the news that is not so positive. A community that understands the school and is involved in the serious business of the school tends to feel a sense of ownership for the school. This sense of ownership generates an enthusiasm and willingness to commit time, resources and energy to support the school in achieving its short and long term goals. The time you spend in sharing information and building consensus about your school's goals and directions is time well spent.

In your role as the principal you can help the school council and community understand the importance of their roles. Research and everyday experience tells educators that involving parents in their child's education positively influences their child's learning. The school council has the potential to play a valuable role in the success of your school. It may inform the school staff of the needs of the parent community for information, resources and training so that community representatives and groups can contribute meaningfully to improve student achievement and support school initiatives. The school council may also provide information to parents that will help them to support and enhance the success of their children and, when necessary, promote change.

To assist the school council in fulfilling its mandate and operating effectively, as school principal you can encourage and support the school council in:

- focusing on the best interests of all students
- becoming well informed
- actively seeking and representing the views of the school community
- informing the school community of and involving it in discussions and deliberations about key issues
- encouraging all forms of parental involvement and support focused on improved student learning.

Of course, as role models in the learning community, you and other school council members must always act in a socially responsible and ethical manner.

III – STRATEGIES TO ASSIST YOUR SCHOOL COUNCIL IN BECOMING MORE EFFECTIVE

Assisting Your School Council in Understanding the School and its Policies

The school council should be aware of its rights and responsibilities as stipulated in the legislation and as delegated by the school board. The school council also needs an understanding of the basic policies, practices and routines of the school. The school council can be effective only when it fully understands its role and responsibilities and has access to necessary information. As part of the orientation of new members and on an ongoing basis, you should provide the school council with current information on topics such as:

- demographic and other school community contextual variables
- the range of programs offered within the school and the learning needs of the students
- the standards and targets set for achievement
- the purposes, uses and interpretation of standardized provincial test results
- the expectations and policies regarding safety, conduct and behaviour
- the operational budget
- school policies, including those about school volunteers, homework, absenteeism and field trips
- how the *Freedom of Information and Protection of Privacy (FOIP) Act* affects the school
- school governance and applicable board and provincial policies and directions
- the roles and responsibilities of key school personnel including the principal, support staff and other individuals such as school resource officers from law enforcement agencies.

Make the most of your fellow school council members; they are a powerful community resource. Ensure that they are well informed, adequately equipped and supported as volunteers so that they can provide you with support and sound advice.

Identifying Opportunities for Involvement Within the School

There are many opportunities for you to capitalize on the willingness and resources of your school council and other volunteers to contribute to the life of the school. Look for meaningful opportunities that are flexible with respect to time and that range from short-term, one-time events to longer-term commitments. Be prepared to offer some assistance or training if it is required or appropriate.

Since the school council's role is to advise and consult with you on school-based decisions about policies, programs and services (including the allocation of funds to support these), it is important that you foster the involvement of council members by:

- planning early in the school year, with the council chair, for consultations leading to the development of the school's three-year education plans
- encouraging their participation in school improvement discussions and other school-based decision-making processes
- supporting school direction and activities
- speaking positively and sharing good news with the community
- representing the school at district events organized for the parent community.

The school council is only one way for parents to participate in the life of the school. Your school council can also help identify and promote a variety of meaningful ways through which parents and members of the community can contribute to the school. Some examples include:

- inviting parents and members of the community with special expertise or interests (counselors, health professionals, artists, musicians) to speak at school council meetings
- establishing ad hoc committees through which parent and community volunteers can contribute their expertise or demonstrate their interests
- participating in and encouraging others to participate in school activities such as open houses, concerts and parent-teacher interviews

- serving as volunteers or mentors to students in school-approved activities
- listening to students read or reading to students
- serving as a conversation partner for students whose first language is not English
- maintaining the school council Web site
- organizing parent speakers for school career days
- providing orientation activities for families new to the school community.

IV – STRATEGIES FOR WORKING EFFECTIVELY WITH YOUR SCHOOL COUNCIL

Creating an Environment of Trust and Understanding

Although you are not the chair of the school council, your school council still looks to you for leadership because you are the educational leader of the school. Your school council must see and believe that all of your decisions and actions are based upon what is in the best interest of students. When your school council is confident that you consult them in decisions that directly affect the school, they will support you in developing and realizing a common school vision focused on student learning.

Developing Effective Two-Way Communication

Effective communication is critical in generating the required support to achieve the vision and goals you, your staff and the school council have for the school and its community. You must ensure that the communication is open, honest and reciprocal.

You should use a variety of ways for parents and community members to provide meaningful input to the decisions that effect the education of their children and the operation of the school. Some examples of how you can establish effective two-way communication are:

- a Parent and Community Response section in newsletters that are distributed within the community. The section may pose a question, solicit preferences or ask for a priority ranking
- a regular weekly or monthly Visit-with-the-Principal time period that is scheduled into your calendar when interested stakeholders may come by the school to speak with you
- random phone calls to parents to solicit feedback, gauge levels of satisfaction and identify any concerns or issues
- walking through the community and introducing yourself to non-parent families and small business establishments
- using the telephone messaging system to share information on homework, exam schedules, school events and school council meetings and topics
- invitations to school events as well as budget planning and goal-setting sessions
- hosting a budget review and results review evening
- ask a member of the school council to serve as a key communicator who attends school board meetings and shares the information with the school council and parent community
- provide an opportunity for the school council to post appropriate information on the school Web site
- town-hall meetings organized for specific purposes.

V – REFLECTING ON YOUR WORK WITH YOUR SCHOOL COUNCIL

Successful educational practitioners reflect on their practices and actions. The following chart and personal rating scale is an example of one method to help you reflect on your leadership role and practices in your work with your school council. The rating scale is used to identify areas of strength, areas in which you have grown and areas that you may wish to address in your personal professional development plan. The important element is that your reflection be ongoing throughout the school year so you can acknowledge your strengths and focus your time and energy into the appropriate growth areas.

The questions below are sample questions. You are encouraged to create your own chart using questions that are meaningful to your particular circumstance. Use the chart or one of your own creation to reflect on your work with your school council. Set appropriate dates throughout the school year to review your self rating and to improve your interactions with your school council.

Rating Scale:

1 – not at all 2 – not very often 3 – sporadically
4 – most of the time 5 – all the time

QUESTION	SELF RATING
Am I sharing and reviewing the school's expectations and standards with parents and the community?	
Am I involving parents and the community in developing and amending or modifying the expectations, standards and policies for the school?	
Am I honest and forthcoming in sharing information about the school's challenges?	
Am I encouraging school council discussions and reflections aimed at developing strategies to address challenges faced by the school?	
Am I encouraging and providing resources to parents so that they can participate in meaningful activities that assist them in better supporting their child's learning?	
Am I using effective two-way communication methods?	
Am I making allowances for the language and cultural barriers facing some of the parents?	

QUESTION	SELF RATING
Am I listening carefully to parents and community members?	
Am I doing all that I can to engage the community?	
Am I reaching out to those who are not often involved in the school and its activities?	
Am I sharing leadership and decision making appropriately?	
Am I giving community members a true voice at the decision-making table?	
Am I encouraging parents to become meaningfully involved in their child's learning?	
Am I connecting students and their families to the health and social services they need?	

(adapted from *Standards for What Principals Should Know and Be Able To Do*)

VI – CONCLUSION

The role of a principal is demanding and complex, but you can be successful in fulfilling your role and in working collaboratively with your school council. Collaboration with members of the school community requires ongoing effort, attention and time. Sometimes real or perceived miscommunciations do occur. To help you overcome difficulties, you may wish to take advantage of the resources listed in the following appendices.

SUGGESTED READINGS

Suggested Readings for Principals

Annenberg Institute for School Reform. *Reasons for Hope, Voices for Change*. Providence: AISR Publications, 1998.

Bottoms, G., and K. O'Neill. *Preparing a New Breed of School Principals: It's Time for Action*. Atlanta: Southern Regional Education Board, 2001.

The Coalition for Community Schools. "Key Principles of Community Schools" and "Approaches to Community Schools". *Coalition for Community Schools*. http://www.communityschools.org/principles.html (Accessed September 23, 2004).

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Lambert, Linda. *Leadership Capacity for Lasting School Improvement*. Alexandria: Association for Supervision and Curriculum Development, 2003.

Mathews, D. *Is There a Public for Public Schools?* Dayton: Kettering, 1996.

McClure, G. *Shared Decision Making: the Benefits and the Pitfalls. ASSA/NAESP/NASSP School-based Management Task Force, 1992.*

National PTA. *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Washington: National Education Service, 2000.

National School Boards Association. *Communities Count: A School Board Guide to Public Engagement*. Alexandra: National School Boards Association, 2000.

National School Boards Association. *The Community Connection: Case Studies in Public Engagement*. Alexandra: National School Boards Association, 2000.

Parents for Public Schools. "School Leadership: It's About Teaching and Learning". *Parents Press* December (2000) pp 1-4.

Patrikakou, e. et al. "Positive Communications Between Parents and Teachers". *Partnerships* 103 (1997)

Sergiovanni, T.J. *Building Community in Schools*. San Francisco: Jossey-Bass, 1994.

Van Slyke, S. "Building Community for Public Schools" *Phi Delta Kappan* June (1997)

Suggested Readings for School Councils

Alberta Learning. *School Council Resource Manual*. Edmonton: Alberta Learning, 1995

Alberta Learning. *School Councils Handbook: Meaningful Involvement for the School Community*. Revised. Edmonton: Alberta Learning, 1999

Robert, Henry M., revised by Darwin Patnode. *Robert's Rules of Order*. New York: Barbour, 1989.

The Alberta Teachers' Association. *Partners in Learning*. Edmonton: The Alberta Teachers' Association, 1996.

The Alberta Teachers' Association. *Reference Guide for School Administrators*. Edmonton: The Alberta Teachers' Association, 2004.

School Councils. Video. The Alberta Teachers' Association, 2004.

School councils may also want to consult their school jurisdiction's manuals on school councils.

References

Alberta Learning. *School Act*. Edmonton: Alberta Learning, 1998.

Alberta Learning. *School Council Resource Manual*. Edmonton: Alberta Learning, 1995.

National Association of Elementary School Principals. *Standards for What Principals Should Know and Be Able To Do*. Washington: Collaborative Communications Group, 2002.

APPENDICES

I. *School Act*, sections 60 and 61

II. *Teacher Growth, Supervision and Evaluation Policy*, Alberta Learning, 1998

III. *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*, Alberta Learning Ministerial Order (#016/97)

III. *School Councils Regulation* (AR 171/98), Alberta Learning, 1998

V. Sample Questions for Principal Self-Reflection

APPENDIX I

School Act, sections 60 and 61

POWERS OF BOARDS

60(1) A board must

(a) establish policies respecting the provision of educational services and programs;

(b) in respect of its operations

(i) keep in force a policy or policies of insurance,

(ii) with the approval of the Minister, participate in an arrangement under Part 1, Subpart 3 of the *Insurance Act*, or

(iii) with the approval of the Minister, participate in an alternative arrangement acceptable to the Minister,

for the purpose of indemnifying the board and its employees and school councils in respect of claims for

(iv) damages for death or personal injury,

(v) damages to property, and

(vi) damages to property owned by the board in respect of which the board has an insurable interest

(A) that the board has agreed to insure, or

(B) for which the board otherwise has or may have assumed liability;

(c) maintain, repair, furnish and keep in good order all its real and personal property;

(d) make copies of the rules made by it available to those of its employees who are affected by the rules;

(e) make rules respecting the circumstances in which a student may be suspended or expelled and the circumstances in which an expelled student may be re-enrolled.

(2) A board may

(a) subject to section 39 and the regulations, develop, acquire or offer courses or programs;

(b) subject to section 39 and the regulations, develop or acquire instructional materials for use in programs or in schools;

(c) subject to the regulations and in co-operation with school councils, provide for parental and community involvement in schools;

(d) invest only in any investments in which a trustee may invest trust money under the Schedule to the *Trustee Act* or as otherwise permitted by the Minister;

(e) provide for the payment of travelling and other expenses and honoraria to

(i) trustees, and

(ii) persons appointed to committees of the board;

(f) make payments, other than loans or grants, to another board;

(g) make grants or payments, other than loans, to an association of school trustees or to a person or organization engaged in educational activities;

(h) at its own expense or otherwise, arrange, undertake or sponsor for its students educational, cultural or recreational trips inside or outside its district or division;

(i) establish committees and specify the powers and duties of the committees;

(j) charge a parent of a student fees with respect to instructional supplies or materials;

(k) make any banking arrangements necessary for the carrying out of its duties and powers.

(3) A board may make rules

(a) respecting activities sponsored or approved by the board;

(b) respecting the attendance of students at schools;

(c) subject to the regulations, respecting the establishment, administration, management and operation of

(i) schools operated by the board, or

(ii) school buses used for the purposes of the board;

(d) respecting any other matter under the jurisdiction of the board.

RSA 2000 cS-3 s60;RSA 2000 cI-3 s868; 2001 c28 s20

DELEGATION OF POWER

61(1) The board may authorize by resolution

(a) any of its employees,

(b) a committee of the board or that is established by the board,

(c) a school council, or

(d) a joint committee established under section 63,

to do any act or thing or exercise any power that the board may or is required to do or exercise subject to the directions and limitations set out in the resolution, except for those powers referred to in subsection (2).

(2) The board shall not delegate

(a) the power to make a bylaw under this Act,

(b) the power to close a school or school building under section 58,

(c) the power to requisition from a municipality that the board may have from time to time,

(d) subject to section 105, the power to suspend the services of a teacher,

(e) the power to terminate the services of a teacher, and

(f) the power to hold a hearing under section 104.

1988 cS-3.1 s45;1990 c36 s20;1994 c29 s19

APPENDIX II

Teacher Growth, Supervision and Evaluation Policy

Accountability in Education Teacher Growth, Supervision and Evaluation

Approved: February 26, 1998

BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

POLICY

School authorities, ECS operators, superintendents, principals and teachers must work together to achieve the teaching quality standard. All teachers are expected to practice consistently in keeping with the standard.

STATUTE

School Act

s.13	Teachers
s.15	Principals
s.17(4)	School Council
s.22(2)	Private Schools
s.24(1)(2)	Early Childhood Services Program
s.25(3)	Teacher Evaluation
s.75	Qualifications re supervisory position
s.75.1	Certification of Teachers
s.86	Suspension of Teacher
s.87	Termination of Contract
s.88	Termination by Board
s.89	Termination by Teacher
s.90	Notice of Termination
s.94(4)	Superintendent of Schools

REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy. See section 4, *Ministerial Orders and Directives*, and section 5, *School Act Regulations* in this Manual.

ADDITIONAL DEFINITIONS

In this Policy:

(a) "ECS operator" means a board or person approved under section 24 of the *School Act* to provide an early childhood services program;

(b) "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;

(c) "notice of remediation" means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

(i) the behaviours or practices that do not meet the teaching quality standard and the changes required,

(ii) the remediation strategies the teacher is advised to pursue, and

(iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;

(d) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister;

(e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.

(f) "principal" means

(i) a principal as defined in the *School Act*,

(ii) a superintendent or designee in respect to fulfilling obligations under section 94 of the *School Act*, or for purposes of making recommendations under the Certification of Teachers Regulation, or

(iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;

(h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 15 of the *School Act*, and exercises educational leadership;

(i) "teacher" means

(i) an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 13 of the *School Act*, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 22(2)(b)(iii) of the *School Act*.

(j) "teacher professional growth" means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;

(k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

PROCEDURES

General

1. On or before September 1, 1999, each school authority and ECS operator shall implement a policy consistent with this Policy that:

(a) applies to all teachers unless otherwise stipulated in this Policy,

(b) provides a review mechanism,

(c) is consistent with the teaching quality standard,

(d) is readily available to the public, and

(e) details when and how often information summarizing implementation of the policy will be reported to the public.

2. The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Teacher Growth

3. A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the *School Act* if required by the policy of the school authority or ECS operator, is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

4. An annual teacher professional growth plan:

(a) may be a component of a long-term, multi-year plan; and

(b) may consist of a planned program of supervising a student teacher or mentoring a teacher.

5. At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6. If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

7. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 9(c) and 10.

8. Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

9. A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

   (a) providing support and guidance to teachers;

   (b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and

   (c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

10(1) The evaluation of a teacher by a principal may be conducted:

   (a) upon the written request of the teacher;

   (b) for purposes of gathering information related to a specific employment decision;

   (c) for purposes of assessing the growth of the teacher in specific areas of practice;

   (d) when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

(2) A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

11. On initiating an evaluation, the principal must communicate explicitly to the teacher:

   (a) the reasons for and purposes of the evaluation;

   (b) the process, criteria and standards to be used;

   (c) the timelines to be applied; and

   (d) the possible outcomes of the evaluation.

12. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

13. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other

14. This Policy does not restrict:

   (a) a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or

   (b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the *School Act*.

15. Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.

REFERENCES

Please refer to the following for additional information:

An Integrated Framework to Enhance the Quality of Teaching in Alberta

School Authority Accountability Policy 2.2.1

Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy

Provincial Three-Year Plan for Education

See section 7 of the *Policy, Regulations and Forms Manual* for information on where the above document(s) may be obtained and for Department / Branch addresses and phone and fax numbers.

APPENDIX III

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Approved: May 14, 1997

1. Pursuant to section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

   (1) Teaching Quality Standard

   Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

   All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

   (2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification

   Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;

b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;

c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

student variables

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students
- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

regulatory variables

- *Government Organization Act*
- *School Act* and provincial regulations, policies and Ministerial Orders
- *Child Welfare Act*
- *Canadian Charter of Rights and Freedoms*
- school authority policies
- Guide to Education
- programs of study

school variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant teacher variables
- teaching experience
- learning experiences

parent and societal variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students.

They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

APPENDIX IV

School Councils Regulation

School Councils Regulation

Amended: June 4, 2003

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Definitions

1 In this Regulation,

(a) "Act" means the *School Act*;

(b) "board" has the meaning given to it in the Act;

(c) "school community" means

(i) students enrolled in the school and their parents,

(ii) children enrolled in an Early Childhood Services program at the school and their parents,

(iii) the school staff, and

(iv) other persons who have an interest in the school.

Notice of establishment meeting

2(1) If a school has no school council, the principal must give notice to the following persons of a meeting to be held for the purpose of establishing a school council for the school:

(a) a parent of each student enrolled in the school;

(b) a parent of each child enrolled in an Early Childhood Services program at the school;

(c) the school staff;

(d) other members of the school community who, in the principal's opinion, should be given notice.

(2) The notice must

(a) describe the purpose of the meeting, and

(b) set out the time, date and location of the meeting.

(3) The notice must be given at least 21 days before the date of the meeting.

(4) The notice to persons referred to in subsection (1)(d) only

(a) may be posted in 5 or more locations that are accessible to the public in the area around the school, or

(b) may be advertised in a publication that is circulated to the general public in the area around the school.

Holding of an establishment meeting

3(1) Each school that has no school council must hold an establishment meeting not later than 60 days after the start of the school year.

(2) If there are fewer than 5 parents in attendance at an establishment meeting or if an establishment meeting is not successful in establishing a school council, the principal may establish an advisory committee for that year.

Chair and secretary at establishment meeting

4 At an establishment meeting, the principal must decide who is to act as the chair and who is to act as the secretary.

Agenda at establishment meeting

5 The persons attending an establishment meeting must

(a) decide, subject to section 7, the size of the school council,

(b) decide on the term of office of each member of the school council, and

(c) elect the members of the school council referred to in section 7(1)(d).

Right to vote at establishment meeting

6 Only persons who attend the establishment meeting and are

(a) parents of students enrolled in the school, or

(b) parents of children enrolled in an Early Childhood Services program at the school are entitled to vote on matters raised at the meeting.

Members of a school council

7(1) Each school council must consist of the following members:

(a) the principal of the school;

(b) at least one person who is a teacher at the school, elected by the teachers at the school;

(c) if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected by the students enrolled in the high school;

(d) parents of students enrolled in the school, elected by parents who attend the establishment meeting;

(e) at least one person appointed in accordance with subsection (2) or elected in accordance with subsection (3).

(2) The members of a school council referred to in subsection (1)(a), (b), (c) and (d) may establish the process to appoint as members of the school council one or more persons who are not parents of students enrolled in the school but who have an interest in the school.

Faith of council members

8 Unless a resolution has been passed under section 22(3) of the Act, the members of a school council may be of any faith.

Remuneration of council members

9 No member of a school council shall receive any remuneration for acting as a member of the council.

Prohibition against incorporation

10 No school council shall incorporate under the *Societies Act* or Part 9 of the *Companies Act*.

School council officers

11(1) Each school council must have a chair and any other officers required by the by-laws of the school council.

(2) Every member of a school council is eligible to be elected as an officer of the school council.

Duty to report to the board

12(1) The chair of a school council must prepare and provide to the board by September 30 of each year a report

a. summarizing the activities of the school council in the school year, and

b. including a financial statement relating to money handled by the school council in the school year, if any.

(2) A school council must retain at the school a copy of the minutes for each meeting of the school council and make them available to the board on request.

(3) A school council must retain the minutes for each meeting of the school council for at least 7 years.

Date for first meeting of a school council

14(1) If a quorum is not available for a meeting of a school council and the meeting has been re-scheduled on 2 or more occasions, the board may suspend the operation of the school council until the following year.

(2) If the operation of a school council is suspended, the principal may establish an advisory committee to carry out the duties of the school council until a new school council is established under subsection (3).

(3) If the operation of a school council is suspended under subsection (1), a new school council must be established not later than 60 days after the start of the next school year in accordance with sections 2 to 7.

Bylaws of a school council

15(1) Each school council may make by-laws

(a) respecting the calling of special or other meetings of the school council;

(b) prescribing other officers, in addition to the chair, required for the school council;

(c) respecting the role of the chair and other officers of the school council relating to the conduct of the school council's affairs;

(d) respecting the number of times the school council must meet each year;

(e) respecting the location of school council meetings;

(f) respecting the number of school council members that constitutes a quorum at meetings of the school council;

(g) respecting the election of the officers of the school council;

(h) respecting a conflict resolution process for internal school council disputes.

(2) A by-law under subsection (1) does not come into force unless it is approved by a majority of

(a) parents of students enrolled in the school, and

(b) parents of children enrolled in an Early Childhood Services program at the school who vote at a special meeting of the school council called for that purpose.

(3) The by-laws continue in force from year to year unless

(a) they are amended at a special meeting of the school council called for that purpose, and

(b) the amendment is approved in accordance with subsection (2).

Fees prohibited

16 No school council shall be charged a fee for the use of the school or school facilities for the purpose of holding a meeting of the school council.

Exemptions

17 The following are exempt from the application of section 22 of the Act and this Regulation:

(a) a school for resident students of the Government as described in section 44(7) of the Act that is provided in an institution approved by the Minister;

(b) a school for students that is provided in an institution approved by the Minister.

Repeal

18 The *School Councils Regulation* (AR 124/95) is repealed.

Expiry

19 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on June 30, 2006.

SAMPLE QUESTIONS FOR PRINCIPAL SELF-REFLECTION

Successful educational practitioners reflect upon their practices and actions. The following chart and personal rating scale is an example of one method to help you reflect upon your leadership role and practices. The rating scale is used to identify areas of strength, areas in which you have grown and areas that you may wish to address in your personal, professional development plan. The important element is that your reflection be ongoing throughout the school year so you may acknowledge your strengths and focus your time and energy into the appropriate growth areas. You are encouraged to create your own chart using questions that are meaningful to your particular circumstance. Set the review dates appropriately throughout the school year.

Rating Scale:

1 – not at all **2** – not very often **3** – sporadically
4 – most of the time **5** – all the time

QUESTION	SELF RATING
Am I involving parents?	
Am I sharing the school's expectations and standards with parents and the community?	
Am I honest and forthcoming in sharing information about the school's challenges?	
Am I using effective two-way communication methods?	
Am I making allowances for the language and cultural barriers facing some of the parents?	
Am I listening carefully to parents and community members?	
Am I doing all that I can to engage the community?	
Am I reaching out to those who are not often involved in the school and its activities?	
Am I sharing the leadership and decision making appropriately?	
Am I giving community members a true voice at the decision making table?	
Am I encouraging parents to become meaningfully involved in their child's learning?	
Am I connecting students and their families to the health and social services they need?	

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